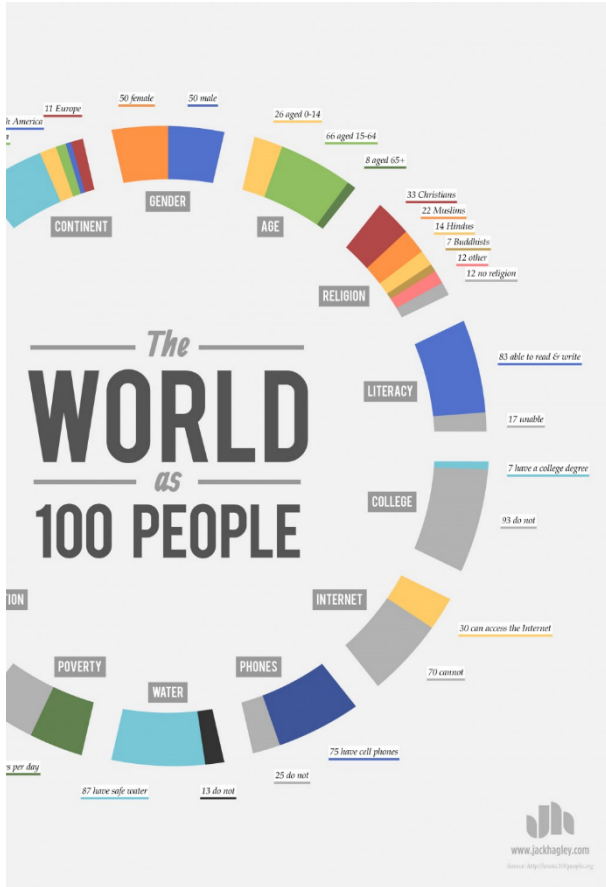


LO: To collect and analyse data and to represent d modes.



**Learning Task:** Using the image to the left. Students in 6J create a people.

**Learning sequence 1:** Thinking and reasoning mathematically.

Learning Intention: To understand how mathematics goes into many thir

See, Think, Wonder thinking routine with a focus on what maths has gon

What would it look like if 4/5B & 6J were represented as 100 people?

What questions (types) should we ask? Come up with a minimum of 5.

**Learning sequence 2: DATA** MA3-18SP MA3-1WM

Learning Intention: To determine what is data and where to get it from?

Come up with how the class is going to get the data (google survey etc).

Collect the data. Put the data into fractions.

**FRACTIONS, DECIMALS & PERCENTAGES** MA3-7NA MA3-3WM MA3-2WM ACMNA132

/ to convert fractions into decimals and percentages.

is a must. Be sure to use some examples from the data collected.

s with students and have them practice examples.

o long division - which pairs with long multiplication.

ifortable teach how to do it on the calculator.

**MULTIPLICATION & DIVISION** MA3-6NA

divide and multiply with large numbers.

lication and division.

**ATA** MA4-19SP

ind out various ways data is represented.

can we represent our data now that it is decimal, fraction and percentages. Look at multiple examples.

raphs (pie, column etc.).

**D changes and angles** MA3-15MG MA4-17MG